

**20–1: *Exploring Nationalism***  
**Written Response**  
**Scoring Categories and Criteria**

**Teacher Note:** A suggested scoring system has been included on each rubric. For example, a score out of 35 is suggested for Assignment II, and a score out of 35 for Assignment I which should be divided by 2 to comply with the weighting used by Alberta Education for the Grade 12 diploma exams. You may choose to change the scoring system to suit your marking system or to meet student needs.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**20–1: Exploring Nationalism Written Response Assignment I  
Scoring Categories and Criteria**

<b>Scores</b>	<b>Interpretation of Sources [15]</b>	<b>Identification of Relationships [10]</b>	<b>Quality of Communication [5]</b>
<b>E Excellent</b>	The interpretation and explanation of sources is insightful. Connections to ideas about nationalism are accurate. <b>[15]</b>	Relationships are accurate and perceptive. The explanation is thorough and comprehensive. <b>[10]</b>	Vocabulary and sentence structure are precise and exceed expectations for the grade level. <b>[5]</b>
<b>Pf Proficient</b>	The interpretation and explanation of sources is sound. Connections to ideas about nationalism are logical. <b>[12]</b>	Relationships are clearly identified. The explanation is appropriate. <b>[8]</b>	Vocabulary and sentence structure are effective and appropriate for the grade level. <b>[4]</b>
<b>S Satisfactory</b>	The interpretation of the sources is adequate. Connections to ideas about nationalism are generalized and relevant. <b>[9]</b>	Relationships are adequately identified. The explanation is straightforward. <b>[6]</b>	Vocabulary and sentence structure are basic, showing adequate control for the grade level. <b>[3]</b>
<b>L Limited</b>	The interpretation and explanation of the sources is vague. Connections to ideas about nationalism are imprecise. <b>[6]</b>	Identification of relationships is superficial. The explanation is over-generalized. <b>[4]</b>	Vocabulary is imprecise and sentence structure is awkward and does not consistently meet minimum standards for the grade level. <b>[2]</b>
<b>P Poor</b>	The interpretation and explanation of the sources is inaccurate, demonstrating little or no understanding of connections between the sources and ideas about nationalism. <b>[3]</b>	Identification of relationships is minimal. The explanation is incomplete or irrelevant. <b>[2]</b>	Vocabulary is inaccurate and sentence structure is uncontrolled and below minimum standards for the grade level. <b>[1]</b>